Module Descriptor

Title	Contemporary Pedagogies		
Session	2026/27	**Status**	new module
Code	CHPS08004	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	Dean Armstrong		

Summary of Module

This module explores contemporary pedagogical approaches in childhood practice, with a particular focus on slow pedagogy as a response to accelerated, outcomes-driven cultures in early learning and childcare. Students will critically examine how pedagogical theory, creativity, professional values, and policy contexts shape practice across a range of childhood settings.

The module introduces a range of pedagogical perspectives, including play-based learning, social constructivism, relational pedagogy, experiential and inquiry-based learning, and rights-based approaches. Slow pedagogy is examined as a central framework that values time, attentiveness, deep listening, and sustained engagement, enabling children to lead their learning in meaningful and unhurried ways. Students will explore how slow pedagogy supports wellbeing, inclusion, ethical practice, and children's agency.

Creativity is positioned as a pedagogical stance rather than a discrete activity. Learners will engage with creative approaches such as expressive arts, storytelling, outdoor and nature-based learning, imaginative play, and the use of open-ended materials. The module encourages students to consider how creative pedagogies align with slow, responsive practice and support children's curiosity, imagination, and holistic development.

Policy and professional frameworks are embedded throughout the module. Students will analyse how national guidance, children's rights legislation, and professional standards influence pedagogical decision-making, and critically reflect on tensions between policy expectations, accountability, and child-centred practice. Emphasis is placed on reflective and ethical responses that uphold children's rights while navigating complex professional contexts.

Through reflective inquiry, dialogue, and practice-based learning, students will integrate theory, policy, and creativity to inform inclusive and innovative childhood practice. The module supports learners to develop as critically reflective practitioners who can articulate, justify, and enact pedagogical approaches, relationships, and children's lived experiences.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☒ Other (specify) New College Lanarkshire; West College Scotland	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically analyse a range of pedagogical approaches relevant to contemporary childhood practice, including slow pedagogy, and evaluate their impact on children's learning, wellbeing, and agency.
L2	Examine and interpret national policy, legislation, and professional frameworks, analysing how these influence pedagogical decision-making within childhood practice settings.
L3	Apply creative pedagogical approaches to the planning and evaluation of learning experiences that support inclusive, ethical, and child-centred practice.
L4	Demonstrate reflective and critical practice by evaluating their own pedagogical values, professional identity, and decision-making in relation to theory, policy, and practice.
L5	Communicate informed and justified perspectives on pedagogy, policy, and creativity using appropriate academic and professional language.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** Students will demonstrate knowledge of contemporary pedagogical approaches in childhood practice, including slow pedagogy, play-based learning, relational pedagogy, and rights-based practice. They will

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	understand how theory, creativity, and policy frameworks inform ethical and child-centred professional practice.
Practice: Applied Knowledge and Understanding	**SCQF 8** Students will apply pedagogical theory and policy to analyse practice-based scenarios and design creative learning experiences informed by slow pedagogical principles. They will evaluate the impact of pedagogical decisions on children's learning, wellbeing, and participation through reflective practice.
Generic Cognitive skills	**SCQF 8** Students will analyse, synthesise, and critically evaluate theoretical, policy, and practice-based material related to childhood pedagogy. They will develop reasoned and justified conclusions that recognise complexity, diversity, and professional judgement.
Communication, ICT and Numeracy Skills	**SCQF 8** Students will communicate effectively in written and oral formats appropriate to academic and professional contexts. They will use digital technologies to research, present, and reflect on pedagogical practice.
Autonomy, Accountability and Working with Others	**SCQF 8** Students will take responsibility for their own learning, demonstrating effective time management and reflective engagement. They will work collaboratively with others while exercising ethical judgement and professional accountability in childhood practice.

Prerequisites	**Module Code**	**Module Title**
	Other Relevant study at level 8 or related field	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 contact hours. Learning and teaching strategies are designed to promote critical enquiry, reflexivity and the integration of theory, research and professional practice, consistent with SCQF Level 8 expectations. Learning and teaching approaches will include: - Lectures and critically dialogic seminars - Case-based and problem-based learning focused on complex practice scenarios - Workshops developing analytical and evaluative approaches to inclusive practice - Critical engagement with practitioner narratives and policy texts - Guided independent, collaborative and work-based learning

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	48
Work-based Learning	150
Independent Study	102
n/a	NA
n/a	NA
n/a	NA
TOTAL	300

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bruce, T. (2011) Cultivating Creativity in Babies, Toddlers and Young Children, 2nd Ed, London. Hodder & Stoughton.

Craft, A, (2003) Creative thinking in the early years of education, Early years, 23, 2, pp.143-154

Davis, D. et al, (2013) Creative learning environments in education - a systematic literature review. Thinking skills and creativity, 8, pp.80-91

Gormley, K. (2020) Neoliberalism and the discursive construction of 'creativity', Critical Studies in Education, 61:3, 313-328.

Hughes, S. (2017). Slow pedagogies: Understanding the importance of time in early childhood education. Routledge.

Patston, T. J. et al, (2021) "What is Creativity in Education?", Journal of Advanced Academics, 32, 2, pp.207-230

Patzel, M. (2021). Slow pedagogy in early childhood education: Rethinking teaching and learning through a child-centered lens. Routledge.

SSSC (2024) Codes of Practice. Scottish Social Services Council.

SSSC (2015) The Standard for Childhood Practice Revised. Scottish Social Services Council.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

80%

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module aligns with the Equality Act (2010) and the UWS Equality, Diversity and Human Rights Code. Inclusive learning and teaching approaches are embedded throughout the module, with reasonable adjustments made where appropriate to support student learning.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Early Years
Moderator	C Gollek
External Examiner	tbc
Accreditation Details	SSSC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will create a floorbook supported by a reflective commentary.
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

Floorbook with reflective commentary	☒	☒	☒	☒	☒	100%	48

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	48 hours

Change Control

What	**When**	**Who**
New module	February 26	D Armstrong
Updated following ILQR Feedback	July 26	D Armstrong